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ABSTRACT

This booklet examines the need for school evaluation in the Catholic elementary school, the basic steps in the evaluation procedure, relevant evaluation criteria, and various evaluation instruments. The document suggests that regular school evaluation is needed to facilitate improvement, to provide a means of accountability, to foster community involvement, and to build public relations. To evaluate a school, educators must decide when to evaluate, determine the scope of the evaluation, review applicable criteria, select an appropriate instrument, identify persons to be involved, plan communication, complete the self-study process, verify the self-study report, design and implement the improvement plan, and review progress. Educators should also remember that evaluation is a continuing process. Evaluative criteria to be considered are personnel, the instructional program, religious formation, community, social ministries, and worship. The final sections of the booklet consider evaluation instruments developed by the National Catholic Educational Association and by other Catholic elementary schools in the United States. A glossary of terms is provided. (PB)

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School Evaluation for the Catholic Elementary School: An Overview

EA 016 393

School Evaluation

for the

Catholic Elementary School:

An Overview

by Carleen Reck, S.S.N.D.
and Judith Coreil, M.S.C.
NCEA Project Directors

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Preface

Although an increasing number of Catholic educational leaders are encouraging some systematic evaluation of Catholic elementary schools, few of them would agree on a detailed description of the ideal evaluation process.

In order to offer an overview of basic steps with various alternatives, we have followed this procedure:

1. we asked a score of experienced Catholic educators to list reasons, basic steps, and criteria as seen from their own perspectives;
2. we composed a draft based on the most representative responses;
3. six educators with varied backgrounds met with us to critique the draft and to suggest improvements;
4. this manuscript resulted from revisions and further critiques.

Acknowledgements are due to many:

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3. (Arch)diocesan personnel who responded to our request for school evaluation instruments specifically designed for the Catholic elementary school; these (arch)dioceses are listed in the appendix.

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Special thanks are due to the Knights of Columbus Michael J. McGivney Memorial Fund for New Initiatives in Catholic Education which partially funded the development and publication of this overview.

Our hope is that it will encourage Catholic elementary educators to consider a process that asks vital questions about their schools or to reassess their present evaluation procedures.

Sr. Carleen Reck, S.S.N.D. Sr. Judith Coreil, M.S.C.

Project Directors
National Catholic Educational Association

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School Evaluation for the Catholic Elementary School: An Overview

Even on a dull day, a school evaluates itself several times. Teachers listen for signs of learning; principals assess whether the new schedule is working; custodians check whether the fire extinguishers are still effective. There's no way to escape evaluation; there are however, several ways in which it can happen. Some are better planned than others.

This booklet presents a basic explanation of school evaluation, designed for the elementary school within the teaching mission of the Catholic Church. These key questions are discussed:

I. Why regular school evaluation?
II. What are the basic steps of evaluation?
III. What evaluative criteria apply to a Catholic elementary school?

Remaining sections describe an evaluation instrument newly developed by the National Catholic Educational Association and list other instruments designed to evaluate the Catholic elementary school.

The perspective of this booklet is broad--stretching beyond a single approach or specific locale. While a broad spectrum has many advantages, the fact remains that (arch)diocesan and state differences do exist and may require adaptations. This booklet encourages school communities to choose among all the options open to them as Catholic schools in their local situations.

I. Why Regular School Evaluation?

Some answers to this key question include: to facilitate improvement; to provide a means of accountability. In addition, many schools report accompanying advantages or byproducts: to foster community involvement; and to build public relations. The following section considers these four answers to "Why Evaluation?", beginning with the most important.

A. To Facilitate Improvement

Every school community--principal, faculty and staff, students, parents, board members, and clergy--is responsible to work constantly to maintain present quality and to improve each year. The question is not if the group wants a better school, but how they will assure a better one. Regular evaluation involving the total school staff offers one approach that has consistently proven effective to clarify the school's direction, to examine the total school, to study the school in a systematic way, to motivate growth, and to help plan future directions.

1. Evaluation clarifies the school's direction.

Just as "the unexamined life is not worth leading," the unexamined philosophy is not worth its space on the shelf. Time for reflection is essential--but is not likely to happen spontaneously. School evaluation, however, guarantees both a time and a process for all on the staff

-to ask why their Catholic school exists
-to share their individual visions of the school
-to shape a corporate vision for their school
-to determine specific objectives they should try to accomplish
-to discuss how thay can fulfill the religious dimension of the school
-to determine academic excellence, and
-to assess the school's response to society and the mission of the Church.

Evaluation provides a process whereby a school can clarify its philosophy and goals--not as lifeless documents, but as ideals and visions of a living faith community.

2. Evaluation examines the total school.

In order to understand if the school program is achieving its goals, all aspects of the school must be examined, asking "Does our direction really affect our operation?" These aspects include: the philosophy and goals, the interpersonal relations among all the members of the school community, the academic program, the religious studies and formation programs, the physical plant, and financial stability. The evaluation helps the school community to see how all these elements are integrated and are moving the school to live its philosophy and to achieve its goals.

3. Evaluation studies the school in a systematic way.

A school yearly sets goals in order to improve itself in one curricular area or in some other aspects. However, a school needs regularly to examine its total program in a systematic way. A systematic approach

enables the school to determine if continuity exists among its many elements--philosophy, goals, program objectives, teaching/learning experiences, and manifested outcomes. The systematic approach assures that all aspects of all areas will be covered and that the interrelationships among the various areas will be examined. Actually, a school evaluation does not add any new areas of concern; it merely organizes and integrates the areas which demand attention separately.

4. Evaluation motivates growth.

A systematic study can and should be nonthreatening while raising staff awareness of challenges in both professional and religious areas. A greater awareness of the total picture, an expression of appreciation for consistent efforts, a sense of affirmation based on present achievements, and a spirit of shared responsibility for future improvement can bring a faculty together in a new way. The process can provide a genuine inservice growth experience for the staff. It not only motivates, but becomes a relevant and very thorough staff development program.

5. Evaluation helps to plan future directions.

The information surfaced by an evaluation serves as a sound basis for planning school improvement. With more surety, a school can maintain and improve its quality programs, can discard practices that are harmful or ineffective, can design a course of action for continual school improvement--all in keeping with its philosophy and goals. Some schools may stagnate, and some may use the "band-wagon" or faddish approach to change; other schools, however, choose regular evaluation and use a thorough needs assessment to help plan for future improvement.

B. To Provide a Means of Accountability

After a school community sets a clear direction, it seems reasonable to evaluate whether or not they have effectively followed that direction, to compare the view of outside evaluators with that of the school community, and ultimately to justify the faith and resources which others place in the school. To be more specific, evaluation provides a means of accountability by measuring the desired outcomes, verifying self-evaluation with external assessment and supporting confidence in the school.

1. Evaluation measures the desired outcomes.

Each Catholic school community must answer basic questions such as these:

Is it a Catholic school? How is it different?
Is its philosophy really "in effect"?
Is the school achieving its goals and objectives?
Do Gospel values really permeate the school community?
Is the staff effective? Are staff members fulfilling their call as Christian educators?
Is the faith community evident?
Does this school provide total Catholic education?
Does it provide a quality instructional program?
Are the needs of each student--the total student--being met?
Are parents appropriately involved?

Although many of these areas are difficult to measure, an honest evaluation can indicate a basic presence or absence of the desired outcomes.

2. Evaluation verifies self-evaluation with external assessment.

The school community necessarily brings an insider's view which--although essential--should be verified with a more objective view. A self-evaluation program--in conjunction with verification by qualified outside agents--provides conclusions that are objectively validated.

3. Evaluation supports confidence in the school.

Accountability is a good business practice; and although a school is not a "business" in the ordinary sense of the term, accountability is important to the publics who support an institution, especially to the students and to the parents who are the primary educators of their children. Evaluation is one way to assure those parents and other supporters that a particular school does indeed meet its desired goals and an appropriate set of criteria.

In the words of the Sacred Congregation for Catholic Education, "The Catholic school forms part of the saving mission of the Church, especially for education in the Faith." (The Catholic School #9) For that reason, Catholic schools--with all other forms of Catholic education--are accountable to the Church and its members. Moreover, Catholic schools ordinarily use resources provided by parents, parish, the broader school community, a religious community, or the diocese. The school should provide a clear picture of its effectiveness, thereby justifying the faith that has been placed in the institution. Many "talents" have been given and many should be included in the accounting.

Beyond the students, parents, parishioners, and Church members lies society at large. With or without

accurate information, people will form an image of Catholic schools. The evaluation process provides better data which can, in turn, positively affect any public policy related to the schools.

C. To Foster Community Involvement

Ideally, a school evaluation does not remain the task of the staff and outside educators, but rather involves the broader school community. Several advantages flow from this extension: deeper community understanding of the school, a broader staff view of community expectations, and closer school/community collaboration.

1. Evaluation offers the community an opportunity to know and "own" the school.

Dinners, bazaars, sports events, meetings, and other activities which are designed for the broader community tend to present a peripheral view of the school. An evaluation, on the other hand, focuses on the present and future of the school itself. Through involvement in the evaluation process, a community gets to know the essential elements of the school, and the joint effort often increases a sense of ownership.

2. Evaluation gives the staff an opportunity to learn the expectations and perceptions of the community.

Although some individuals from the community initiate contact with the school, they may not represent the views of the typical members. A school evaluation process offers an excellent opportunity to discuss important issues with the local community.

This interchange can

- -raise the staff's awareness of the professional expectations in the broader school community
- -help to identify and understand the particular needs of the students and therefore more adequately provide service
- -reflect the extent of parental support of the Catholic-Christian value system and other features of the school
- -remind the staff that they are part of a picture larger than an isolated school, that they are part of the parish, the (arch)diocese, and the universal Church.

3. Evaluation facilitates a broad basis for the whole educational endeavor.

In addition to the above benefits that touch either the community members or the staff, an evaluation also brings representatives of both groups together. The process involves the larger community in school goal setting and assesses important issues with input from all segments of the school community. When the process is well utilized, regular evaluation can effectively build a unified community and prevent isolated education.

D. To Build Public Relations

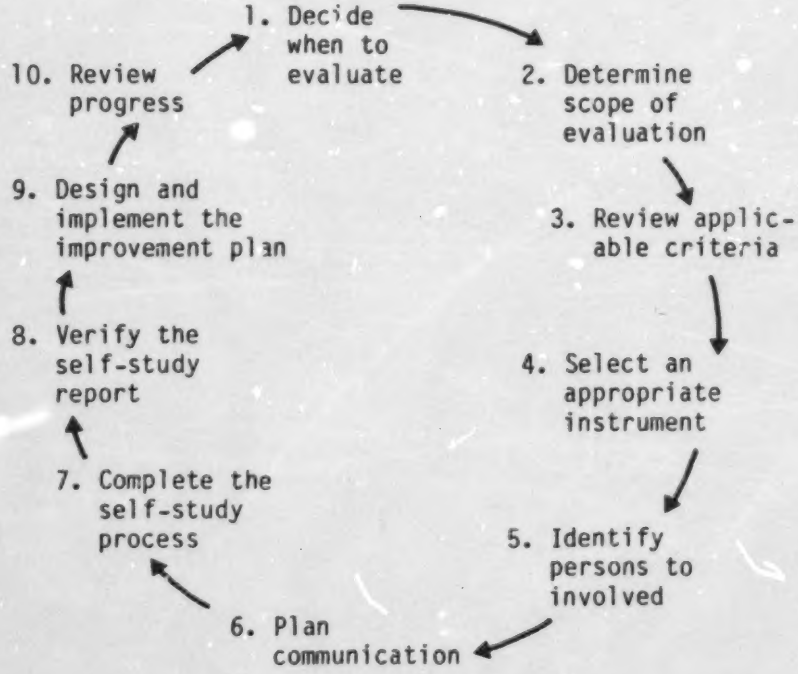
The fact that a school takes a major step to facilitate improvement, to provide accountability, and to foster community involvement offers in itself a basis for excellent public relations. The potential of a school evaluation far exceeds the news value of school socials and other activities.

Well planned publicity about a school evaluation can spread not only the good news of Catholic education, but also the basic message of the faith. Some schools invite parents, parishioners, local superintendents, public school officials, civic leaders, and religious community representatives to the school's presentation of their philosophy and community reports; this presents an excellent opportunity for a good school to share its clear, positive self-image. After the evaluation, schools often share the many affirmations of outside evaluators with the entire community; they may also wish to state general recommendations for continued growth in the future. The process provides a newsworthy occasion to "tell" a school's story; as a P.R. tool, the evaluation often proves effective for recruiting, marketing and development as well as for general credibility.

Why regular evaluation? Basically to facilitate improvement, to provide a means of accountability, to foster community involvement, and to build public relations. Although presented in general terms, each school community can apply this section to its own situation--and perhaps even identify additional reasons for and advantages of regular evaluation for their own Catholic elementary school.

II. What Are the Basic Steps?

A. Basic Steps and Choices


1. Decide when to evaluate
2. Determine scope of evaluation
3. Review applicable criteria
4. Select an appropriate instrument
5. Identify persons to involved
6. Plan communication
7. Complete the self-study process
8. Verify the self-study report
9. Design and implement the improvement plan
10. Review progress

The basic steps and choices within a school evaluation process can be sub-divided in many ways; the above chart and the following explanation will treat the process in ten steps, including choices where appropriate.

1. Decide when to evaluate

After considering the reasons for a total school evaluation and weighing the readiness of the school staff, the principal and representatives of the school community with appropriate (arch)diocesan involvement should together decide on the time of the evaluation. Readiness considerations include the number of years since the last formal evaluation, (arch)diocesan policy, stability of present school leadership, the receptivity of the staff, availability of resources including opportunities for preservicing about school evaluation. Although its advantages are many, an evaluation will demand much time and attention; to begin without essential preparedness will be to no advantage.

If the representative group concludes "Not Ready!", the next step designs a plan to get ready; e.g., to develop an attitude of receptivity. If the decision is "Ready!", motivation and general preparation for the overall process will be in order.

2. Determine scope of evaluation

If the initial decision is positive, many automatically assume that the scope of the evaluation will be that of the total school, including all areas of philosophy, community, administration, faculty and staff, instruction, student services and facilities.

In some cases, however, a narrower scope may be preferred i.e., selecting only one or two components or programs of the school. Although the total study provides the advantage of a full perspective, there may be sufficient reason to consider a limited number of segments--especially if that approach allows a more thorough study. Determining the scope of the evaluation may not require much time, but it should be a conscious decision.

3. Review applicable criteria

Evaluation or judgment must be based upon some criteria. The criteria should be clarified and/or chosen deliberately. Certain criteria are universal for quality education and will be common to all good schools; others based on calls of the bishops to Catholic educators can be specified for Catholic schools. Section III of this handbook presents those criteria which NCEA considers essential for the quality school which calls itself Catholic.

Certain standards may also be established by a local authority. For that reason, a school should note criteria specified by the (arch)diocese as well as by local or state jurisdictions to the extent applicable.

Next, the school should review its own stated ideals and expectations. Although the evaluation process will provide time to reshape the school philosophy and goals, it will prove useful to have gathered any specific objectives previously stated by the school; e.g., the expected outcomes of its major programs.

Standards of an accrediting agency may also be reviewed, if applicable and desirable. An increasing number of regional accrediting associations are opening membership to elementary schools. While some schools find that such an agency fits their need for criteria and external verification, accrediting agencies do involve an on-going financial commitment and may hold some criteria that are not priorities for many Catholic elementary schools.

Although the task of clarifying criteria will demand time--especially if little attention has been given them in the past--the compilation of applicable criteria seems a worthwhile endeavor, whether or not an evaluation were to follow.

4. Select an appropriate instrument

Although experienced educators can adapt almost any instrument to suit their needs, an evaluation will stay on target more surely if the tool has a "good fit" with the appropriate criteria and the desired focus.

In practice, this means that a Catholic school will carefully assess available instruments, looking at points such as these:

- -the religious orientation:
  an instrument that integrates the religious orientation throughout or a religion supplement with a secular tool
- -the product/process balance:
  an instrument that concentrates on the right balance of outcomes (e.g., test scores) and inputs (e.g., school climate)
- -the formative/summative emphasis:
  an instrument that provides for a statement of approval at the end of the process as well as a diagnostic approach for future improvements
- -an objective/subjective format:
  the desired balance of objective data, checklists, rating scales, questionnaires, and open-ended items
- -appropriateness for self-study/use by outside agents: adequate direction for self-study and, if applicable, sufficient information for outside agents. (All parties involved should use the same basic instrument.)

Although no two schools will have exactly the same desired focus, every school community should clarify its focus and try to identify an evaluation instrument that matches the focus well. No tool or process--of itself--is necessarily better than any

other; one will, however, offer the "best fit" for the direction of a particular school.

5. Identify persons to be involved

a. School leadership team

Leadership in the evaluation process rests primarily with the school principal and faculty. A leadership team, composed wholly or mostly of administration and faculty members, should be involved in the instrument selection process and should become thoroughly familiar with the purpose and approach of the tool; for if leadership does not understand and is not committed, the tool is worthless.

b. Participants from total school community

Technically, a principal alone or a principal together with the staff can evaluate a school. In most situations, however, a school evaluation has come to mean a study involving in some way the total school community. Even though the instrument may include questionnaires for parents, students and clergy, some personal participation of persons beyond the staff can build a sense of involvement and support.

For that reason, the evaluation leadership team should seek appropriate means whereby students, parents, board members, and other school personnel can participate in the self-study. They can, of course, provide auxiliary services during the evaluation; but they should also be considered seriously as contributors to the substance of the study. If the study is to be truly a school evaluation, these members of the school community can assist by sharing their ideals, observations, commendations as well as recommendations through some appropriate channel.

c. Visiting team for external verification

All of the reasons for regular school evaluation --to facilitate improvement, to provide accountability, to foster community involvement, to build public relations--underscore the value of including a visiting team in plans for any major evaluation. A visiting team can contribute much by offering their objective view of the school's progress along its chosen direction, based on the self-study. They can thereby add more credibility to the findings. Moreover, their recommendations can support a school's own statements of need; for example, those concerning budget or plant use. The very inclusion of participants beyond the school tends to build a sense of community involvement and opens many doors for building public relations.

Careful selection of the team members and chairperson is, of course, essential. Many groups can be surveyed for possible members:

-principals and teachers from other Catholic schools, preferably those who have already experienced an evaluation process
-local and neighboring (arch)diocesan education staff members
-educational personnel from local colleges/ universities
-faculty of Catholic high schools, especially those who receive some of the school's graduates
-parents and/or members of the broader community
-local public and private school staff members
-religious community education personnel.

The team should be balanced as well as possible, with some diversity (e.g., age, education, experience, sex, race, present position) Although members will be selected from specific settings, they must be persons with broad views, willing and able to base

their observations--not on their own educational views--but on the philosophy and goals stated by the school.

Many (arch)diocesan education offices not only encourage school evaluation, but facilitate the process in various degrees and ways. Some direct the process and help form visiting teams; a small number conduct evaluations personally--with or without actual membership on the visiting team; others merely observe the process or monitor the reports. The options are many and include evaluation in conjunction with local, state, or other agencies. Team membership ordinarily reflects all constituencies involved in such cooperative evaluations.

Other options for external validation could be an (arch)diocesan board of education, a state Catholic conference, a regional or a national association of Catholic educators. Team membership would ordinarily include a member or designated representative of the group offering certification, accreditation, or other form of approval.

Decisions about involvement of the total school community and the selection of visiting team members will require much prayer, thought, dialogue, and planning.

6. Plan communication

The evaluation leadership team together with appropriate representatives form plans and share responsibility for keeping members of interested groups (e.g., home-school, board of education, parish council) informed about the evaluation. Other communication plans should include items for the parish bulletin as well as news releases for (arch)diocesan and appropriate local newspapers. The local school may wish to contact local and/or state education officials, diocesan

offices, and religious community education personnel--in general, anyone who would be interested, but may not be involved. Every school should identify its own appropriate communication lines.

7. Complete the self-study process

Since the whole study must be done in the light of the desired thrust of the school, it is essential first to reassess, reshape, and then clarify the philosophy and goals until they are clearly understood by all involved. This foundation will be worth the time it demands if the process involves honest dialogue about values and directions which are basic to the school. The criteria which had been determined during the third step should raise for discussion some important but otherwise forgotten issues.

Every evaluation process and instrument proposes slight variations in the actual study. Most include sub-committees to assess and prepare draft reports regarding sections of the study, a total group response to preliminary findings, and a leadership team to coordinate the whole process.

The actual writing process--though time consuming--serves to organize and clarify important observations about the school. Although processes and tools vary, many schools spend almost a year in this self-study phase.

8. Verify the self-study report

Although a visiting team is the most common means of verification, other approaches can also be effective. The actual visit of an outside team--possibly one to three days--offers an extensive opportunity for multiple observers to examine, verify, and

challenge the findings of the school community. On the other hand, even one objective visitor--especially an experienced, perceptive educator--can offer a limited assessment of the self-study.

9. Design and implement the improvement plan

A thoughtful, honest analysis of the self-study findings and of the visiting team report will direct a school toward specific areas for improvement. Any study not surfacing needed improvements would be quite unusual and probably defective.

Organized in some practical way, the school community weighs the validity of each recommendation, documenting reasons for considering any recommendation invalid and cautiously postponing any improvements that are judged to be impossible. Staff members determine priorities among the needed areas of improvement, set goals, then design a plan for action on a reasonable timeline. In general, vague plans remain plans; those with specifics are more likely to become reality. Although processes differ, most plans are charted over a course of several years.

The design as well as the implementation of the plan will rely heavily on the principal and other faculty leadership. To assure steady movement from plan to reality, some sort of coordinating team usually keeps the design for improvement before the staff, recalls checkpoints and deadlines, and helps with adjustments needed because of staff turnover or other changes.

10. Review progress

A little external pressure can sometimes stimulate more movement than internal deadlines. For that reason, some schools specify a time for an outside

agent to review their progress. The visitor may or may not be a member of the former visiting team.

With or without external visitors, every school should systematically review its progress, comparing actual achievements with its own improvement plan.

B. Continuing Process

When a school has finally completed all ten steps, it is practically time to decide when the school will be ready to repeat the evaluation cycle. This handbook has referred to "regular" evaluation; only those who have experienced the total cycle and have begun again really understand the implications of that word "regular."

In general, the school staff which accepts its responsibility to improve each year regards a regular evaluation process--not as an extra task--but as a means for fulfilling the responsibility for improvement.

III. What Are the Criteria?

Some evaluative criteria are common to all quality schools including good Catholic schools. Such criteria, for example, apply to the content and methods of the instructional program, the facilities, the personnel, etc.

Special consideration should also be given to those criteria which are essential for Catholic schools. Some of the categories below--religious formation, community, social ministries, and worship--are familiar ones which show obvious links to the bishops' call to message, community, service, and worship. They represent basic criteria for assessment. Important as these areas may be, however, they depend heavily upon the personnel of the school. For that reason, the list of criteria which NCEA considers essential for quality Catholic schools begins with criteria concerning school personnel.

A. Personnel

Because of the need for special personnel to staff a school with special purposes, faculty and staff should be measured against these criteria:

1. Faculty and staff are aware of the four purposes of Catholic schools, namely: message, service, community, and worship.
2. The faculty and staff understand the philosophy of the school.
3. All faculty and staff members--even those who do not teach religion--understand basic current

teachings of the Church.

4. Teachers possess appropriate qualifications for their teaching assignments.
5. Faculty and staff model faith experience to students.
6. Faculty and staff mutually encourage growth toward professional excellence.
7. All school personnel--including volunteers--know and follow a Christian code of ethics.

B. Instructional Program

Essential and relevant criteria regarding instructional content and methods within a Catholic school are these:

Content

8. The teaching/learning program reflects the philosophy of the school.
9. The program adheres to Catholic-Christian tradition. It is rooted in and accepting of current Church teaching about Scripture, morality, doctrine, sacraments, prayer, liturgy, and social ministries.
10. Christian values are integrated in all subject areas.
11. Classroom textbooks and materials support Gospel values and are supplemented as needed.
12. Curriculum goals/objectives are used to design the learning experiences of the students.
13. Concepts, knowledge, skills, and attitudes are included in every subject area.
14. Each subject area orients and prepares the students to live in the present and in their future world (e.g., communication skills, ethical use of media, technology).
15. Christian responsibility and moral decision-making in everyday living are emphasized.
16. The content of all curriculum areas is relevant

and timely.

17. Students utilize critical thinking skills, especially concerning moral issues and conscience formation, during their school day.
18. The materials are suited to the students' achievement and readiness levels.
19. The religion curriculum allows for evangelizing those of the school and those related to the school.
20. Faculty and staff involved in the religion curriculum show a sensitivity for the Catholic and non-Catholic alike.
21. Students' achievement is in accord with their capacity to grow in cognitive, affective and psychomotor areas.
22. The scope and sequence for each subject area contain all the appropriate strands.
23. Books, materials, and equipment are adequate in quality and quantity to meet the stated objectives of the educational program.
24. The school has a library or a collection of library materials in decentralized resource centers.
25. Teachers and students effectively use the library and its resources.
26. A plan exists for replacement and renewal of learning materials.

Methods

27. A variety of materials/media is available and used in the presentation of learning objectives.
28. The teacher provides for transfer of learning within and across disciplines.
29. The curriculum includes methods for developing a mature faith, such as the use of problem-solving and decision-making.
30. The religion curriculum stresses the importance of reflecting, sharing, and understanding faith processes; it links life experiences to

faith development to faith response.

31. Faculty and staff take advantage of opportunities for personal formation and growth by means of regular in-service.
32. The religious education program reflects a priority in budget, scheduling of time, hiring or assignment of personnel.
33. The program for each subject area is presented developmentally, following a planned scope and sequence.
34. Each subject area is presented in accord with research on intellectual, psychological, moral, and spiritual development of students.
35. The physical environment gives appropriate witness to the Christian dimension.

C. Religious Formation

Evidence of a religious message and formation can be ascertained by applying the following criteria:

36. The philosophy of the school reflects an integration of Catholic faith and Gospel values.
37. The philosophy is clearly stated and concise.
38. The philosophy reflects the four-fold dimension of Catholic education: message, service, community and worship.
39. The students and their parents understand the philosophy of the school.
40. Existing goals and objectives of the school are consistent with the school philosophy.
41. The administrative procedures for staff selection, preparation, in-service formation, and evaluation exhibit a concern for religious development of personnel.
42. All faculty members in their lesson planning, actual teaching, and other interaction show an awareness and attitude of concern for the religious formation of students.
43. Spiritual formation respects the physical,

emotional, mental, psychological, and social development of the student.

An examination of the total environment of the school indicates the integration of faith and culture:

44. Religious themes are depicted in art, music, drama, and symbol where appropriate.
45. There is a chapel or other area for prayer.
46. Faith elements are naturally and appropriately integrated within the curricular, co-curricular, and extra-curricular activities.

Actual opportunities for the spiritual growth of students, teachers, other staff, administrators, board members, parents, and alumni include reflective, educational, and apostolic activities:

47. Faculty, staff, students, parents, and other members of the school community have opportunities for private, personal reflective activities with emphasis on listening, observing, reflecting, and praying.
48. Faculty, staff, students, parents, and other members of the school community have opportunities for public, group experiences stressing participation in liturgy, sacraments, and para-liturgical events.
49. Educational activities include a study of the components of a Christian lifestyle--patterns of consumption, conservation, sharing, leisure, and celebration--as well as an assessment of one's own lifestyle.
50. Faculty, staff, students, parents, and other members of the school community have opportunities for apostolic activities including concrete ways to apply Christian values within the classroom, family, total school, local parish, (arch)diocese, civic community.

D. Community

Community--a pattern of supportive relationships that encourage, support, confront and challenge--has always been a special consideration of the Catholic school. The call to community is based--not merely on the fact that a group happens to work in the same building; rather this bonding is built upon a more basic foundation--the acceptance of Jesus Christ and His teachings. Hence, Catholic schools have been called to become communities of faith within the school and then within the broader community.

Within the school, community can be assessed at the instructional, interpersonal, and organizational levels. In a broader sense, community can be evaluated at the levels of the parish, the local community, as well as the nation and world.

Instructional level

51. The curriculum provides opportunities for positive interaction among students, teachers, and other adults.
52. Instruction occurs in a climate of reverence, acceptance, and development of each person and his/her culture.
53. Attitudes and skills for community building--such as caring, communicating, confronting--are developed.
54. Each subject area program presents a positive image of all peoples regardless of race, creed, sex, handicapping conditions.
55. Students utilize resources beyond the classroom, e.g., libraries, museums, local businesses.
56. The importance of interdependence and cooperation is emphasized when appropriate in the curriculum.
57. Rooms are student-centered in their organization and appearance.

Interpersonal level

58. The school's interpersonal policies and practices reflect the philosophy's emphasis on the school as community.
59. Interaction between and among faculty, staff, and students fosters personal growth and development.
60. Faculty and staff foster growth and development of the individual to his/her full potential without making comparisons with others.
61. Faculty and staff receive positive feedback from the principal in order to enhance the quality of their work.
62. Faculty members, students, and parents come together in prayer, work, and social events.
63. Students, faculty, staff, and parents experience a sense of self-worth and belonging to the school community.
64. Faculty and staff establish and maintain regular open communication with one another, students, parents, and clergy.
65. Faculty and staff handle conflict with due concern for all persons involved.

Organizational level

66. The school's interaction and involvement in the community reflect the philosophy's emphasis on the Catholic school in the community.
67. The philosophy is disseminated to all within the school community.
68. The principal supervises the total school program with a focus on assuring that the school philosophy is reflected in regular school activities.
69. The practices of the school reflect the reality that parents are the primary educators of their children.
70. The policies of the school assist in strengthening interaction of students, teachers, other

staff, parents and clergy.

71. The religious education program includes faculty and parental involvement.
72. Practices for instruction, discipline, grading, reporting, awards, and extra-curricular activities basically build up and support a sense of self-worth and community.
73. The facilities have adequate space to serve present and projected enrollment.
74. The assignment and use of the available space is conducive to effective instruction.
75. The condition and care of the school facilities promote the health and safety of the school community.
76. Where appropriate and feasible, broad representation from the school community is involved in important school policies.
77. Definite plans are formed to assure the continuity of the school community through careful stewardship of all resources such as finances, plant, personnel, and time.
78. A well planned recruitment program of students as well as of teachers exists.
79. Long-range (five-year) and development plans are formulated.
80. A process involving all appropriate parties is formulated to develop the school budget.
81. The school cooperates with (arch)diocesan education plans, policies, and activities.
82. If a parent organization exists, it meets regularly, keeps parents informed of important school and family information, and gives appropriate emphasis to spiritual programs.
83. If a board exists, its composition is representative of the school community; it meets regularly, understands its role as policy-maker, uses appropriate procedures in developing agenda and policies, communicates with parents and faculty members, and makes policies in the light of Gospel/Church teachings and the school philosophy.

Parish Level

84. Faculty, staff, students and their parents understand the relationship of the school to the local Church.
85. The parish council or other representative body of the local Church is aware of the school's activities, programs, efforts to serve the local Church.
86. The Catholic school actively cooperates with other parish religious education programs.
87. The Catholic school is searching for ways to extend its opportunities to all interested persons, including those with special needs and the financially and intellectually poor.
88. Catholic school students, teachers, staff, and parents assist in parish-related activities.

Local, National, and Global Level

89. The community is aware of the school's purpose/programs.
90. The school is aware of the larger community's needs and resources.
91. The presence of the school has a positive impact on the larger community.
92. There is an organized plan for building good public relations.
93. The philosophy of the school was developed and accepted by representatives of each group within the school community.
94. Representatives of the total school community annually review the philosophy to assess its appropriateness.
95. Representatives of the total school community annually review the philosophy to assess its lived reality in the organizational, interpersonal, and instructional areas of the school.
96. The Catholic school participates in appropriate civic programs.

97. There is interaction with and sharing of resources between the school and the larger community.
98. The Catholic school community responds in appropriate ways to the need for stewardship of local, national, and world resources.
99. In appropriate ways the school supports at a local, state, and national level the causes it deems most worthwhile.
100. The Catholic school increases its own and the Catholic school community's awareness of and participation in important national and global issues that relate to the Christian values of community.

E. Social Ministries

For years the Catholic school has existed as a service organization to the Church, parish community, and parents. Catholic school students and graduates--if obviously Christian--can do much to enhance life in a given area.

In recent times service has taken on a special meaning in the Catholic school. In keeping with the bishops' call to create a more just society, Catholic school personnel can help to make young people aware of social justice concerns by offering them opportunities to serve in their local communities.

Criteria whereby social ministries can be assessed within the Catholic school are these:

101. Faculty and students give witness to justice, mercy, peace, and respect for life in their everyday actions.
102. Social justice concerns are integrated into appropriate areas of curriculum.
103. Faculty, other staff, board members, and parents have awareness and information sessions on

social justice concerns within Church teaching.

104. A majority of students are routinely involved in service programs within and beyond the school/parish.
105. Service organizations exist as choices for co-curricular or extra-curricular activities.

F. Worship

The final consideration that is unique in evaluating a Catholic school is its ability to worship. Indeed, worship through liturgical and para-liturgical activities can transform the Catholic school.

The Catholic school educates about worship as well as provides opportunities for all to experience it. If a school is to become a worshipping community of faith, the celebration and centrality of Eucharist is essential.

Some criteria for assessing opportunities for worship in a Catholic school are these:

106. The curriculum provides for private and public prayer experiences.
107. The Eucharist is an integral part of the school's prayer life.
108. The cycles of the liturgical year are celebrated.
109. Varied means of worshipping are taught and used; e.g., dance, movement, art, music.

The above criteria--related to personnel, instructional programs, religious formation, community, social ministries, and worship--are essential for all quality Catholic schools. Individual schools should determine additional criteria applicable to their specific school (as suggested in the prior section, "Review Applicable Criteria"). Although it is possible

to apply the criteria in the order presented above, it seems preferable to use the vantage point of meaningful integrated areas of school life. The following chapter will present one approach.

IV. How Will the New NCEA Instrument Incorporate These Essentials?

Suppose that a group of Catholic educators accepted the preceding criteria and process as essential for evaluating a Catholic elementary school. Further, assume they were asked to develop a simple evaluation instrument with those essentials foremost in their minds. What sort of evaluation instrument would result?

The answer need not remain in the realm of supposition, for that was precisely the task NCEA assigned to a writing committee. The result after critiques, revisions, and piloting--is a self-study instrument for the Catholic elementary school, available in fall of 1984. This section will briefly describe that instrument; the following chapter will list other tools designed for the Catholic elementary school by regions, states, or (arch)dioceses.

From the beginning the NCEA tool--untitled as of the printing of this overview--intended to integrate the religious orientation throughout, never considering the separation of religious and secular aspects; the authors believe that the good Catholic school is a single entity. Moreover, they feel that, when religion is considered a supplement, it does not maintain its position of central importance. Hence one integrated instrument has been designed.

With a view toward simplicity, the new instrument has only five sections and a summary. Each section includes the essential criteria which relate to that area of the school. The sections are these:

Section A.

Philosophy--an opportunity to expand and clarify the revision of the school community, then to reaffirm or revise its written beliefs about the school's direction.
(11 criteria)

Section B.

The Catholic School as Community--an intensive focus on the persons and practices of the school, with appropriate emphasis on the Faith Community dimension.
(26 criteria)

Section C.

The Catholic School in the Community--a brief outline of the larger community in which the school exists and the interaction between the school and community.
(15 criteria)

Section D.

The Teaching/Learning Program--a basic but thorough treatment of the content, methodology, student needs and outcomes within each subject area plus a short form for the total teaching/learning program.
(32 criteria)

Section E.

Organizational Services--consideration of all the resources which facilitate the school's operation: Personnel resources (faculty, students, principal, other staff, parents, paraprofessionals, school board members, clergy) and supporting resources (budgeting, long-range planning, public relations, facilities, use of time)
(33 criteria)

Section F.

Summary--a help for the coordinating committee to synthesize the major findings of the report; also helpful for the visiting committee or other verifying agent.
(1 criterion)

In addition to the related essential criteria, each section provides for the consideration of any appropriate (arch)diocesan and school criteria.

Each Section A-F is approached in a simple three-step process.

Step 1.

Awareness--for readiness of the school community, for data collection, for description.

Step 2.

Assessment--for discussing the essential criteria listed in the section and for estimating the level of present attainment for each criterion.

Step 3.

Analysis and Action--for considering the greatest strengths or achievements as well as the lowest-rated criteria, then determining which areas need immediate attention and which will require long-range planning.

This format allows, encourages a balance of product and process focus, of objective and subjective format--while maintaining a reasonably brief and simple instrument. Each section is preceded by an explanation and some examples.

Additional material--designed primarily for the school's evaluation coordinating committee--clarifies the purpose of the instrument and explains how to use the instrument. Suggestions include overall preparation for the evaluative task, possible timeline, and preparation ideas for each section.

A variety of forms are appended with encouragement to select and adapt them to local need; teacher profile, textbooks and other materials, and a survey tool are a few of the available forms.

The visiting team (or other verifying agent) will find within the manual an outline of procedures and a visiting team report format. Those who assist schools during the evaluation process as coordinators or consultants will also find some guidance within the manual.

In general, the NCEA self-study instrument responds to needs expressed by a nation-wide group of Catholic educators. It also answers requests for an evaluative process that would coordinate with--but not depend upon--school participation in the Vision and Values process. It assumes that every Catholic school should periodically clarify its vision and evaluate the extent to which the Gospel values they profess really pervade the organizational, instructional, and interpersonal levels in the school.

V. What Other Instruments are Designed to Evaluate the Catholic Elementary School?

N.C.E.A. conducted a diocesan survey of available elementary school evaluation instruments in the U.S. and Canada in February, 1983. From those (arch)dioceses that responded, selections have been made for listing in the following annotated bibliography.

Tools not included in this listing are those in the following categories:

- religious supplements to secular self-study instruments or to state forms
- tools for partial evaluation; e.g., to evaluate groups of personnel, to record diocesan monitoring, etc.
- curriculum study instruments or guidelines
- accreditation programs
- total instruments that were completed before 1976
- tools that are almost identical (The original instrument with the prior date has been listed.)

California

Western Catholic Educational Association

Title: Form C - A Process of Self-Study and Planning for Catholic Elementary Schools

Number of Pages: 56

Sub-section Titles: Identifying Data, Progress Report on Major Recommendations/Goals, Community Profile, Student Enrollment, Philosophy, Curriculum, (all major subject areas, i.e., Religion, Mathematics, Language Arts, Social Studies, Science as well as two or three "enrichment" subjects are studied), Professional Staff, Policy Development and Administration, School Plant, Finance, Student Personnel Services, Communications and Public Relations, School Board/Educational Committee Report, Clergy Report, Parent Survey, Student Survey, Community Survey

Format: Part I. Completion of description and evaluation sections, profiles, surveys, reports including a five-year plan
Part II. Forms and samples of a five-year master plan
Part III. An addenda including preliminary orientation of principal, calendar, guidelines for visitation days, summary sheet for students

Year Developed: 1982, revised in 1983

Source: Western Catholic Educational Association
1614 Rollins Road
Burlingame, CA 44010

Cost: Will bill

Title: Form B - Self-Evaluative Instrument for Catholic Elementary Schools

Number of Pages: 25

Sub-section Titles: General, Philosophy, Progress Report, Areas of Instruction [Two or three "core" subjects (e.g., Religion, Social Studies, Science, Mathematics, English and Reading) and

two or three "enrichment" subjects (e.g., Music, Art, Spelling, Handwriting, Physical Education, Health Education, Foreign Languages, etc. are studied)], Organization, Operation, Evaluation, Parent Report, Clergy Report, Student Report, School Plant

Format: Eight reports are completed using questions and answers, charts and questionnaires. Addenda include goals for Catholic Schools, suggested calendar and schedule, guidelines for orientation and visitation days, summary sheet for student report, and glossary.

Year Developed: 1976

Source: Same as Form C

Title: Form A - Self-Evaluative Instrument for Catholic Elementary Schools

Number of Pages: 27

Sub-section Titles: General, Philosophy, Local administration, The School and Community, The Curriculum, Subject Areas of Instruction (Only three are studied--Religion and two from the following: Mathematics, Science, Language Arts, Social Studies or other programs of special emphasis not electives), Student Activity, Pupil Services, Parent Report, Clergy Report, Student Report, School Plant

Format: Twelve reports are completed using questions and answers, charts and questionnaires. A visiting committee manual is also provided.

Year Developed: 1973

Source: Same as Form C

Colorado

Archdiocese of Denver

Title: Manual for Self-Study of the Catholic Elementary Schools
Number of Pages: 61
Sub-section Titles: Program, Personnel, School and Community, Facilities, Finance
Format: Guiding principles and components with rating scales, checklists, charts, surveys, questionnaires, open-ended summary report
Year Developed: 1976
Source: Office of School Services
200 Josephine Street
P.O. Box 1620
Denver, CO 80201
Cost: Will bill

District of Columbia

Archdiocese of Washington

Title: Administrator's Handbook for Self-Study Evaluation
Number of Pages: 71
Sub-section Titles: Mission Statement (Philosophy), The Christian Dimension, School and Community, Design for Learning, Library Media Center, Pupil Services, School Facilities, School Administration and Staff, Administrator's Manual, Visiting Committee Manual
Format: Rating scales, check lists, open-ended questions, charts and surveys
Year Developed: 1981
Source: Catholic Schools Office
Archdiocese Pastoral Center
5001 Eastern Avenue
P.O. Box 29260
Washington, DC 20017
Cost: $14.00 for 3 manuals

Illinois

Diocese of Joliet

Title: Elementary School Evaluation Handbook
Number of Pages: 32
Sub-section Titles: Introduction, Philosophy, Goals, Staff and Administration, Student Body, Instructional program, Religion, School Facilities
Format: Forms, check lists, written reports and conferences
Year Developed: 1979
Source: Catholic Schools Office
Diocese of Joliet
425 Summit Street
Joliet, IL 60435
Cost: $3.00

Indiana

Archdiocese of Indianapolis

Title: We Seek to Improve Our School: A Manual for Development of a Self-Study in the Evaluation of Schools
Number of Pages: 57
Sub-section Titles: Program of Instruction, Personnel, School and Community, Facilities, Finances
Format: Narrative sections, rating scales, profiles, check lists, diagrams or maps, nine survey questionnaires for clergy, administrators, faculty, clerical staff, cafeteria staff, custodial staff, parent, parishioner and student
Year Developed: 1979-80
Source: Archdiocese of Indianapolis
1400 N. Meridian Street
P.O. Box 1410
Indianapolis, IN 46206
Cost: $5.00

Kansas

Sisters of Saint Joseph of Wichita

Title: A Self-Assessment Instrument for Schools
Number of Pages: 39
Sub-section Titles: Environmental Analysis (External, Internal, Issues and Alternatives), Mission Statement, Action Plans (Religion, Curriculum, Instructional Equipment and Supplies, Instruction and Articulation), Master Schedule for Monitoring Program Toward Achievement of Goals
Format: Planning process, self-assessment instruments, charts, graphs, surveys, rating scales, and prioritized lists
Year Developed: 1980-81
Source: Sisters of St. Joseph
3700 East Lincoln
Wichita, KS 67218
Cost: Will bill

Massachusetts

Archdiocese of Boston

Title: Educational Self Growth Process for Elementary Schools in the Archdiocese of Boston
Number of Pages: 44 (Phase I-III)
Sub-section Titles: Philosophy of the School, School Climate, Organization and Administration, Curriculum, Student Activities/Services, School/Parish/Community Relationships
Format: Standards are developed in eight areas. Questions and observations are used as well as questionnaires, tables. Phase II on Follow-up and Phase III on Accreditation and Maintenance
Year Developed: 1982
Source: Archdiocese of Boston
468 Beacon Street
Boston, MA 02115
Cost: Will bill

Michigan

Archdiocese of Detroit

Title: Renewal, Excellence and Accountability--A Study Guide for Archdiocesan Catholic School Evaluation
Number of Pages: 42
Sub-section Titles: Philosophy and Climate, Administration and Organization, Curriculum (Religion, General, Library-Media), Student Services, School Community
Format: Fifteen standards are critiqued by using questions, observations, rating scales, charts.
Year Developed: 1981
Source: Archdiocese of Detroit
305 Michigan Avenue
Detroit, MI 48226
Cost: $3.00

Diocese of Gaylord

Title: Diocese of Gaylord School Evaluation
Number of Pages: 43
Sub-section Titles: Pastor, Parents, Faculty Board Members, Administration
Format: Twelve topics are organized within the administration booklet. Questions and answers, charts, surveys, questionnaires are used.
Year Developed: no date
Source: Office of Catholic Education
220 N. Otsego Avenue
Gaylord, MI 49735
Cost: Shipping and postage

Diocese of Lansing

Title: Elementary School Self-Study Instrument
Number of Pages: 44
Sub-section Titles: Administration, Religious Education, Curriculum
Format: Each section subdivides into categories. Rating scales, questions and answers, evaluation worksheets are used.
Year Developed: 1982
Source: Office of Catholic Education
Diocese of Lansing
228 North Walnut
Lansing, MI 48933
Cost: $10.00

Diocese of Saginaw

Title: Elementary School Evaluation
Number of Pages: 45
Sub-section Titles: Administrative Staff, Instructional Staff, Faith Community, Instructional Programs, Parish, Community and Public Relationships, School Board Questionnaire, Pastor Questionnaire, Parent Questionnaire, Student Survey
Format: Nine forms are available for completion. These include rating scales, questions, opinionnaires. A unique form is titled "Foundational Life Activities of Faith Community" and includes remembrance, reconciliation, celebration and mission as sections.
Year Developed: 1982 piloting
Source: Office of Education
Diocese of Saginaw
5800 Weiss
Saginaw, MI 48603
Cost: Will bill

Minnesota

Catholic Education Association

Title: Self-Study for Nonpublic Elementary Schools
Number of Pages: 39
Sub-section Titles: Philosophy, School Climate, Administration, Professional Staff, Curriculum, Instructional Material and Resources, Pupil Services, Physical Facilities, Institutional Evaluation
Format: Worksheets, forms, self-evaluation instruments, surveys, summary assessments are used. Teachers' checklist for peace and justice is unique within the tool. Manuals are also available for the visiting team, administrator, and accreditation procedures.
Year Developed: 1983
Source: Minnesota Catholic Education Association
296 Chester Street
St. Paul, MN 55107
Cost: $5.00

Missouri

Archdiocese of St. Louis

Title: Improving the Elementary School through Self-Study; Evaluation; Implementation; Accreditation
Number of Pages: 88
Sub-section Titles: Philosophy and Objectives, Environment, People of the School Community, Curriculum and Specific Subject Areas, Material Resources
Format: Rating scales, charts, questions, checklists, opinion surveys, reports
Year Developed: 1979; revision in process for 1984-85
Source: Archdiocese of St. Louis
Attn: Catholic School Office
4140 Lindell Boulevard
Saint Louis, MO 63108
Cost: $5.00

New Jersey

Diocese of Camden

Title: Catholic School Self-Study
Number of Pages: 53
Sub-section Titles: Philosophy, School-Community, Curriculum, Administration, Faculty, Students, School Facilities
Format: Seven brochures containing rating scales are distributed. Results are tabulated, studied and charted on reporting forms.
Year Developed: 1978
Source: Education Office
Diocese of Camden
1845 Haddon Avenue
P.O. Box 709
Camden, NJ 08101
Cost: $25.00

New York

Diocese of Ogdensburg

Title: Catholic School Self-Study
Number of Pages: 21
Sub-section Titles: Rationale and Philosophy, Enrollment, Educational Programs, Personnel, Physical Plant, Finances
Format: Outlines, charts
Year Developed: 1982
Source: Department of Education
Diocese of Ogdensburg
622 Washington Street
Ogdensburg, NY 13669
Cost: $3.00

Diocese of Rochester

Title: Catholic Elementary School Self-Study for the 80's
Number of Pages: 41
Sub-section Titles: Uniqueness, Curriculum, Teaching Learning Process, Personnel, Relations, Resources
Format: Rating scales, action steps, explanations, comments
Year Developed: 1982
Source: Diocese of Rochester
1150 Buffalo Road
Rochester, NY 14624
Cost: $2.50

Ohio

Diocese of Toledo

Title: Self-Study Catholic School Services, Process Book
Number of Pages: 45
Sub-section Titles: Religious Education, Program, Personnel, School and Community, Finance
Format: Guiding principles, rating scales, questions for research, hints for research, conclusion section. An additional tool for annual school planning for growth and development is also available.
Year Developed: 1982
Source: Diocese of Toledo
Attn: Catholic School Service
436 W. Delaware Avenue
Toledo, OH 43610
Cost: $7.00

Pennsylvania

Archdiocese of Philadelphia

Title: PLEDGE: Plan for Educational Growth Toward Excellence
Number of Pages: 126
Sub-section Titles: Foundations: Parish and School - A Community of Faith, Philosophy of Education; Offerings: Religious Program, Academic Program, Program of Services; Provisions: Faculty and Administration, Facilities, Organization, Materials of Instruction.
Format: Descriptive evaluations through series of questions, charts, rating scales
Year Developed: 1979
Source: Archdiocese of Philadelphia
222 N. Seventeenth Street
Philadelphia, PA 19103
Cost: $6.00

South Carolina

Diocese of Charleston

Title: Operation SEED -- Self-Evaluation Enlightens Direction
Number of Pages: 39
Sub-section Titles: Philosophy and Objectives, Design for Learning and Curriculum, Individual Subject Areas, Learning Media Services, School Staff and Administration, Pupil Services and Student Activities, School Plant and Facilities
Format: Profiles, charts, rating scales, descriptions
Year Developed: 1983
Source: Diocese of Charleston
119 Broad Street
Charleston, SC 19401
Cost: Will bill

Wisconsin

Diocese of Green Bay

Title: A Quality Profile--Together We Can
Number of Pages: 28
Sub-section Titles: Parental Support, Student Support, Teachers Support, Personnel Qualifications, Curriculum Adequacy, Academic Achievement Growth, Building Adequacy
Format: Profiles are rated through series of instruments. Reactions are studied and appraised. From the data a profile of the school is graphed.
Year Developed: 1982
Source: Diocesan Department of Education
133 South Monroe Avenue
Post Office Box 186
Green Bay, WI 54162
Cost: $3.50 plus postage

Archdiocese of Milwaukee

Title: Identify, Diagnose, Plan
Number of Pages: 83
Sub-section Titles: School and Community/Neighborhood, Design for Learning, Area of Learning, Management, Student Activities
Format: Charts and open-ended questions. Although entitled "Long Range Planning" and designed for Phase III, the sub-section booklets treat areas appropriate for initial self-study as well as maintenance and long-range planning segment. The process builds upon an initial visit to the school by an archdiocesan team.
Year Developed: 1982-83
Source: Archdiocese of Milwaukee
345 N. 95th Street
Box 2018
Milwaukee, WI 53201
Cost: $7.00

Glossary of Terms

BOARD/BOARD MEMBERS OF EDUCATION--Members of a body established for the primary purpose of establishing or recommending policy for (an) educational institution(s)

CATHOLIC SCHOOL COMMUNITY--All persons involved with the Catholic school: its students, faculty and staff, parents, board members, clergy

FACULTY--Persons involved directly in the teaching/learning process (includes principal, teachers, librarian, counselor)

FACULTY AND STAFF--Persons employed by a school; they may be involved directly in teaching/learning or may be in a supportive role

GOAL--A broad aim or end

OBJECTIVE--A specific aim or end

PHILOSOPHY--A statement of basic beliefs or principles

SCHOOL BOARD--a body of persons established for the primary purpose of establishing or recommending policy for a school

SCHOOL LEADERSHIP TEAM/COORDINATING COMMITTEE--The group composed of principal and a few faculty members who will guide and oversee the self-study process

SELF-STUDY COMMITTEE--all persons directly and consistently involved in completing the self-study

STEWARDSHIP--The proper use and reasonable conservation of all created goods

STRAND--Any single topic within a subject area

TOTAL CATHOLIC SCHOOL COMMUNITY--All the persons involved with the Catholic school: its students, faculty and staff, parents, board members, clergy, plus parishioners; used if/when needed to emphasize parishioners

VISITING TEAM--The group of observers who examine, verify, and challenge the findings of the school community

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